

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: Bonham Road Government Primary School (English)

Application No.: B 094 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 9

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	2	2	2	2	2	2	12

3. No. of operating classes in the 2017/18 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/support service	Grade level	Focus(es) of programme/project/support service	External support (if any)
From Reading to Writing	P4	Reading and Writing	School-based Curriculum Development Support Services for Primary Schools - English Language, EDB
From Reading to Writing	P5	Reading and Writing	School-based Curriculum Development Support Services for Primary Schools - English Language, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. All teachers are passionate professional educators. They have all passed Language Proficiency Assessment for Teachers (LPAT) and make zealous contribution to language education of our school.2. Regular subject-related workshops are arranged and professional training is promoted to teachers.3. Collaborative lesson planning sessions on the General English Programme as well as reading workshops are held on a regular basis, so a collaborative and self-evaluation culture has been developed among English teachers.4. The NET and ELTA provide an authentic and language-rich environment for students to develop their interests and skills in using English in their daily school life.5. Various resources, both fiction and non-fiction materials, available at school provide good opportunities for cultivating students' reading habit.6. Students are eager to learn and use English.	<ol style="list-style-type: none">1. The school takes a proactive role in seeking external support, including recruiting an ELTA to develop the KS2 Reading Workshop with local teachers.2. Support from the EDB on developing teachers' skills on the teaching of reading to P5 was sought.3. Appropriate strategies are adopted at the lower primary levels to cater for learner diversity.
Weaknesses	Threats
<ol style="list-style-type: none">1. Owing to a lack of confidence and family support, less-able students have strong inhibition in speaking and are reliant on teachers' guidance.2. The variety of assignments is rather limited.3. According to the internal and external assessments, students' general performance in reading and writing needs improvement.	<ol style="list-style-type: none">1. The diversity of students is wide, in particular at the upper primary levels.2. The transition from KS1 and KS2 can be strengthened.3. Time for teachers to develop and review the English curriculum is insufficient because of their heavy workload.

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:
(More rows can be added, if needed.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Create a rich English language learning environment	<ul style="list-style-type: none"> ● Employment of a qualified native English-speaking teacher to promote language use and enhance writing skills of KS2 students ● Purchase of leveled books to promote English reading and establish reading habits of KS1 and KS2 students 	<p style="text-align: center;">P4-6</p> <p style="text-align: center;">P1-6</p>
2. Foster teachers' professional development	<ul style="list-style-type: none"> ● Hiring of a service provider to deliver PD workshops for enhancing English teachers' skills in language teaching and curriculum planning 	/

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate.)</i></p> <p><input checked="" type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><i>(*Please delete as appropriate.)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>(1) To employ a qualified full-time supply teacher to create space for the core team members to:</p> <ul style="list-style-type: none"> ● promote reading across the curriculum (RaC) in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum-Focusing, Deepening and Sustaining” for Primary 4 to 6; ● promote home-reading and cultivate a culture of reading inside and outside the campus so as to enhance students’ learning capacity and to master “Reading to Learn” skills for Primary 4 to 6; and ● refine the current school-based reading curriculum at KS2 by developing and integrating more quality English Language learning resources 					
<p>Implementation details of (1)</p> <p>Building upon our experiences with Key Stage 1 (KS1), we have selected Key Stage 2 (KS2) as our target levels for the proposed RaC programme. It is aimed at further developing reading strategies and thus enhancing the reading abilities and knowledge-building capabilities of our students.</p> <p><u>Duties of the core committee members:</u></p> <p>The RaC working committee led by three English panel chairs consists of P4-6 level subject teachers. They will refine the current school-based reading curriculum, organize professional development sessions and parent workshops as well as co-curricular activities. Relevant teaching and learning materials for promoting reading across the curriculum will be designed and existing reading award scheme modified to engage students’ reading interest.</p> <p>Each of the 3 English panel chairs will have around 9 lessons released tentatively per cycle. They will be level subject teachers for P4-6 in the 2018/19 school year. The committee</p>	<p>P4-6</p>	<p>Sept 2018 to Jul 2019</p> <p>Setting up of the core team Jul to Aug 2018</p> <p>RaC project (Term 1) Co-planning Oct 2018</p> <p>Trying-out Nov 2018</p> <p>Evaluation Dec 2018</p>	<ul style="list-style-type: none"> • Set up a mechanism for collaboration through delivering the RaC Project • 4 sets of school-based materials will be developed for the extra reading programme and they include: <ul style="list-style-type: none"> - framework for unit planning, - lesson plans, reading materials (1 print text and/or non-print text with relevant 	<p>The culture of cross-curricular collaboration will be gradually developed.</p> <p>The newly developed RaC programme will be integrated into the current reading curriculum after the completion of the project.</p> <p>All the developed learning and teaching</p>	<p>Minutes of co-planning meetings and core meetings will be kept for future reference.</p> <p>Data will be collected from the formative and summative assessments to analyze students’ reading progress and performance.</p> <p>Evaluation and sharing sessions will be conducted in the end-term subject meetings so as to monitor and evaluate</p>

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<p>will co-plan 2 reading projects for each level with other committee members and General Studies (GS) level teachers to enable students to connect what they read with their personal experiences, learning experiences gained in other Key Learning Areas (KLAs) and global issues. The core team members will also design different reading materials which cover a wide spectrum of topics and text types. Essential reading skills and strategies such as making associations, comparisons and references will also be fostered.</p> <p>The core team members will have term co-planning meetings with the English and GS level teachers to select topics for the RaC projects. All the materials produced will be kept and integrated into the existing reading programme for KS2 for ensuring sustainability of the initiative.</p> <p>To cultivate a reading culture, core team members will modify the current reading award scheme. Co-curricular activities such as book sharing sessions, book recommendations and GS affairs broadcasting in English will also be conducted to encourage students to read more books related to the RaC projects.</p> <p><u>Implementation Details:</u></p> <p>To promote RaC at KS2, a fixed monthly reading session will be arranged and details are as follows:</p> <p><u>Fixed monthly reading sessions</u></p> <p>To nurture students into effective readers and prepare them for</p>		<p>RaC Project (Term 2) Co-planning April 2019</p> <p>Trying out May 2019</p> <p>Evaluation Jun 2019</p> <p>RaC activities Throughout the year</p> <p>Parents Workshop Oct/Nov 2018</p>	<p>topics/themes related to RaC project for each level)</p> <ul style="list-style-type: none"> - learning tasks with target reading skills and strategies with relevant topics/themes related to RaC projects for each level • 6 sets of school-based materials for P4-6 RaC projects will be developed and they include: <ul style="list-style-type: none"> - framework for unit planning, - lesson plans - reading materials (at least 2 extra print texts and/or non-print texts with relevant topics/themes for each RaC project) 	<p>resources will be refined and use after the project period.</p> <p>Professional sharing sessions will be conducted for all English teachers and all created resources will be kept in the school server to ensure the knowledge and/or pedagogy acquired during the project be transferred and sustained after the completion of the project.</p>	<p>the effectiveness of the initiative for further improvement of the curriculum.</p> <p>Library circulation records will be examined and questionnaires will be distributed to teachers and/or parents respectively to evaluate students' reading habits.</p> <p>Reading logs will be kept for tracking students' reading progress.</p>

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<p>the RaC reading projects, around 2 lessons per month will be allocated for an extra reading programme on top of the regular morning reading period. The fixed monthly reading sessions will be conducted by the NET and the RaC project team. Students will be exposed to a wide range of meaningful fictional and non-fictional texts covering various topics and basic reading skills will be revisited.</p> <table border="1" data-bbox="129 560 925 1477"> <thead> <tr> <th data-bbox="129 560 237 612">Level</th> <th data-bbox="237 560 925 612">Reading Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 612 237 1477">P4</td> <td data-bbox="237 612 925 1477"> <ul style="list-style-type: none"> ● Understand the basic conventions of written English ● Sight read a wide range of common, phonically irregular words, e.g. have, said, was ● Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts ● Use known parts of words or word association to work out the meaning of unknown words, e.g. happy / unhappy, care / careless, bath / bathroom ● Recognize recurrent patterns in language structure such as word structure, word order, sentence structure ● Read written language in meaningful chunks ● Recognize the format and language features of a variety of text types, e.g. journals, letters, </td> </tr> </tbody> </table>	Level	Reading Strategies	P4	<ul style="list-style-type: none"> ● Understand the basic conventions of written English ● Sight read a wide range of common, phonically irregular words, e.g. have, said, was ● Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts ● Use known parts of words or word association to work out the meaning of unknown words, e.g. happy / unhappy, care / careless, bath / bathroom ● Recognize recurrent patterns in language structure such as word structure, word order, sentence structure ● Read written language in meaningful chunks ● Recognize the format and language features of a variety of text types, e.g. journals, letters, 			<ul style="list-style-type: none"> - learning task with target text structures, text features, reading skills and strategies are specified in each RaC project • On existing English teachers' professional enhancement: <ul style="list-style-type: none"> - Teachers' capabilities in promoting RaC will be enhanced through professional workshops, co-planning meetings and peer lesson observations as well as professional sharing after the lesson observations. - Around 80% of the participating or existing 		
Level	Reading Strategies								
P4	<ul style="list-style-type: none"> ● Understand the basic conventions of written English ● Sight read a wide range of common, phonically irregular words, e.g. have, said, was ● Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts ● Use known parts of words or word association to work out the meaning of unknown words, e.g. happy / unhappy, care / careless, bath / bathroom ● Recognize recurrent patterns in language structure such as word structure, word order, sentence structure ● Read written language in meaningful chunks ● Recognize the format and language features of a variety of text types, e.g. journals, letters, 								

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	<ul style="list-style-type: none"> ● Understand the information provided on the book cover (e.g. on the spine or blurb), index and glossary ● Skim a text to obtain a general impression and the gist or main ideas ● Locate information and ideas ● Scan a text to locate specific information by using strategies such as looking at headings and repeated words 			<ul style="list-style-type: none"> - English teachers will acquire and apply knowledge of promoting RaC in their daily teaching. - Around 70% of them will have confidence in carrying out RaC at school. 		
P5	<ul style="list-style-type: none"> ● Recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation ● Understand the connection between ideas by identifying cohesive devices, e.g. <i>also, at last, because, first, however, if, therefore</i> ● Skim a text to obtain a general impression and the gist or main ideas ● Locate information and ideas ● Scan a text to locate specific information by using strategies such as looking at headings and repeated words ● Identify details that support the gist or main ideas 			<ul style="list-style-type: none"> • On students' performance: - 100% of students from P4-6 will complete the RaC projects and read at least 6 titles and various reading materials with the same topics/themes - 65% of P4-6 students will improve their confidence in sharing their views about the texts and skills in working out the unfamiliar 		
P6	<ul style="list-style-type: none"> ● Predict the likely development of a topic by 					

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	<p>recognizing key words, using personal experiences, and making use of context and knowledge of the world</p> <ul style="list-style-type: none"> ● Self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help ● Understand intention, attitudes and feelings conveyed in a text by recognizing features such as choice and use of language 			<p>words/phrases, locating details, making reference and inference as well as organizing information and ideas in the texts.</p> <ul style="list-style-type: none"> - Assessment results including formative and summative reading assessments of over 40% at P4 to 6 will improve by 10% by the end of June 2019. - Students' interest and abilities in reading can be further developed. - Students' school library visit and circulation records will improve by 25% by the end of July 2019 		
<p>Throughout the school year, the core team members will have co-planning meetings with the English level teachers every alternate week. Prior to the co-planning meetings, the core team members will have monthly core meetings to discuss the teaching materials, target reading strategies, activities (interviews, group discussions and presentations) and tasks designed for the extra reading programme and RaC projects. They will then present the preliminary session plans to the level teachers in level co-planning meetings. Refinement of the plans and teaching materials can be made after the core team members have collected comments and feedback from the level teachers before the implementation of the extra reading programme and the RaC projects.</p> <p>Formative reading assessments to monitor students' progress in reading will be conducted throughout the 2018/19 school year. Students' reading skills will be evaluated from time to time through the assessments.</p>						

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<p><u>The RaC Project:</u></p> <p>The core members of RaC working committee will have co-planning meetings with the level English and GS teachers in September 2018 in order to identify the common themes from English and GS curricula and decide on the topics and teaching foci of the RaC projects for each level.</p> <p><i>Proposed RaC themes:</i></p> <table border="1" data-bbox="129 608 904 1086"> <thead> <tr> <th data-bbox="129 608 528 655">English</th> <th data-bbox="528 608 904 655">General Studies</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 655 528 730">4A Ch.5 Old Hong Kong</td> <td data-bbox="528 655 904 730">Book 3 U1 Development of Information Technology</td> </tr> <tr> <td data-bbox="129 730 528 805">4B Ch.4 A balanced diet</td> <td data-bbox="528 730 904 805">Book 4 U2 Digestive and Urinary Systems</td> </tr> <tr> <td data-bbox="129 805 528 880">5A Ch.1 Good behavior</td> <td data-bbox="528 805 904 880">Book 2 U1 Hazards of Smoking</td> </tr> <tr> <td data-bbox="129 880 528 956">5B Ch.4 Near and far</td> <td data-bbox="528 880 904 956">Book 5 U1 Location and Relief of China</td> </tr> <tr> <td data-bbox="129 956 528 1031">6A Ch.2 The best job for me (Doctor / rescue worker)</td> <td data-bbox="528 956 904 1031">Book 2 U1 Emergencies (Talk about First Aid)</td> </tr> <tr> <td data-bbox="129 1031 528 1086">6B Ch.3 Save our Earth!</td> <td data-bbox="528 1031 904 1086">Book 5 U3 Environment</td> </tr> </tbody> </table> <p>Each RaC project will last for two cycles and four cycles (around 36 lessons in total) will be spent on the projects for each level per year. Books (mainly non-fiction ones) covering a wide variety of text-types (e.g. magazine articles, reports, illustrations, graphics, captions, poems and chants), of appropriate levels of difficulties and close alignment with the selected GS themes will be purchased for enriching the contents of the RaC projects and broadening students' horizons. Suitable e-learning resources such as online encyclopedias and texts (multi-modal texts) from different educational websites will be resourced to encourage</p>	English	General Studies	4A Ch.5 Old Hong Kong	Book 3 U1 Development of Information Technology	4B Ch.4 A balanced diet	Book 4 U2 Digestive and Urinary Systems	5A Ch.1 Good behavior	Book 2 U1 Hazards of Smoking	5B Ch.4 Near and far	Book 5 U1 Location and Relief of China	6A Ch.2 The best job for me (Doctor / rescue worker)	Book 2 U1 Emergencies (Talk about First Aid)	6B Ch.3 Save our Earth!	Book 5 U3 Environment			<ul style="list-style-type: none"> Home-school cooperation can be strengthened to help students cultivate an independent reading habit. 		
English	General Studies																		
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<p>e-Reading.</p> <p>As mentioned above, the core members will have regular core meetings in order to design and prepare the appropriate reading materials and teaching contents of the RaC projects.</p> <p>As for the projects, students will be guided through texts to apply different reading strategies like summarizing, making inference, integrating and reasoning inductively so as to enhance their reading capabilities in reading information texts. Teachers will also introduce graphic organizers, concept maps and signal words to present and organize information in non-fiction texts in order to enable students to gain an in-depth understanding of the texts and construct knowledge by connecting their personal experiences and what they learnt from different KLAS.</p> <p>To enhance professional sharing and teaching effectiveness, professional workshops will be arranged to equip all English teachers with the skills to infuse RaC into daily teaching. Also, peer lesson observations will be conducted by all English teachers involved in the first term. Sharing among teachers after the lesson observations will take place for the adjustment and modification of the reading materials created and teaching strategies used in the next RaC projects.</p> <p>Cross-curricular activities will be organized to provide students with opportunities to share and exchange their feelings and ideas from the reading process. For example, they will be asked to work in groups to give a presentation on one of the GS themes based on their own interests after they have completed the RaC projects. Thus, students of each level will conduct at least two GS themed presentations. The presentations can be carried out in any forms they like including oral, artistic or dramatic presentation. Book sharing</p>					

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<p>and recommendations will also be organized by teachers and students every alternate Friday (except test and exam weeks) throughout the year so as to raise students’ reading motivation and interest.</p> <p><u>Cultivation of a reading culture outside class time</u></p> <p>At school, the current reading award scheme will be refined by introducing graphic organizers in reading logs to help students summarize ideas from non-fiction books. A recommended reading book list of the newly purchased books will be included in the scheme. Students are encouraged to borrow those books from the library to finish their reading logs. The modified reading log will provide students with chances to share their reading experiences with their parents so as to strengthen the school-parental collaboration in creating a reading atmosphere.</p> <p>In addition, the core members will work with the school librarian in setting up a book recommendation corner in the library for displaying the newly purchased non-fiction books of the RaC projects for easy access in the library.</p> <p>Book or current issue sharing sessions will be conducted by students at school during lunch break in the form of broadcasting in order to arouse students’ interest in reading and raise their awareness to global affairs.</p> <p>Joint effort between teachers and parents is also important to cultivate a reading culture. A reading workshop and home-reading guidance will be conducted and provided for parents in supporting home-reading.</p>					
(2) Purchase reading resources to promote reading across the curriculum in respect of the Updated English Language Curriculum (Primary) under “Ongoing					

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Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for Primary 4 to 6									
<p>Implementation details of (2)</p> <p>Printed books with different levels of difficulties covering a wide spectrum of themes will be purchased. Some of the purchased books will be incorporated in the RaC projects while some of them will be put on the recommended reading book list for the reading award scheme.</p> <p>10 copies of 6 titles on the set topics (3 titles for each RaC project) per level will be purchased for group reading for RaC projects. The remaining budget will be used for purchasing books of GS and Science themes. The core members and the level teachers will make reference of the purchased books to develop learning and teaching resources for RaC project. Reading texts and tasks with the same RaC themes will also be created to expand students’ reading horizons.</p> <p>The other 5 copies of 15 titles on the set topics (6 titles for each RaC project) per level will be purchased for P4-6 students and placed in the school library. Students have to finish their reading logs on those newly-purchased reading book.</p> <p>Teachers’ reference books will be purchased for preparation of planning of the extra reading programme, RaC projects and professional development workshops.</p> <table border="1" data-bbox="129 1193 904 1492"> <thead> <tr> <th data-bbox="129 1193 904 1246">Title(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1246 904 1342">TECHNIQUES AND PRINCIPLES IN ENGLISH TEACHING</td> </tr> <tr> <td data-bbox="129 1342 904 1437">From Reader to Reading Teacher : Issues and Strategies for Second Language Class rooms</td> </tr> <tr> <td data-bbox="129 1437 904 1492">Extensive Reading in the Second Language Classroom</td> </tr> </tbody> </table>	Title(s)	TECHNIQUES AND PRINCIPLES IN ENGLISH TEACHING	From Reader to Reading Teacher : Issues and Strategies for Second Language Class rooms	Extensive Reading in the Second Language Classroom	P4-6	Contacts with publishers Sept 2018 Procurement exercises Sept 2018	<ul style="list-style-type: none"> School-based Reading across the Curriculum programmes implemented more effectively and systematically at KS2 6 sets of school-based materials on RaC projects and different reading materials with the same topics/themes developed to show the use of resources in class teaching Over 60% of existing English teachers use the resources at Primary 4 to 6. 100% of students at P4-6 read at 	The 10 copies of 18 titles purchased will only be kept in the library for group reading for RaC projects. The other purchased books will become library collection of books. Teachers and students are encouraged to borrow those books for teaching and reading. Some of them will be put on the recommended reading book list to increase the reading and borrowing rates.	Library loan records will be examined to check the utilization rate of the purchased resources. Questionnaires will be filled out by the teachers/students to collect feedback and comments on the RaC projects developed so as to provide insights for teachers to further enhance the effectiveness.
Title(s)									
TECHNIQUES AND PRINCIPLES IN ENGLISH TEACHING									
From Reader to Reading Teacher : Issues and Strategies for Second Language Class rooms									
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<table border="1"> <tr><td data-bbox="114 309 904 352">LEARN READING SKILLS</td></tr> <tr><td data-bbox="114 352 904 395">DEVELOPING READING SKILLS</td></tr> <tr><td data-bbox="114 395 904 438">Developing Reading Skills</td></tr> <tr><td data-bbox="114 438 904 481">Brilliant: Improve Your Speed Reading Skills</td></tr> <tr><td data-bbox="114 481 904 525">Collins General Skills: Reading</td></tr> <tr><td data-bbox="114 525 904 568">Buzan's Study Skills: Mind Maps, Memory Techniques, Speed Reading and More!</td></tr> <tr><td data-bbox="114 568 904 611">How to Improve Your Reading Skills</td></tr> </table>	LEARN READING SKILLS	DEVELOPING READING SKILLS	Developing Reading Skills	Brilliant: Improve Your Speed Reading Skills	Collins General Skills: Reading	Buzan's Study Skills: Mind Maps, Memory Techniques, Speed Reading and More!	How to Improve Your Reading Skills			<p>least 6 titles per level</p> <ul style="list-style-type: none"> About 50% of students at KS2 borrow the newly purchased books from the library and finish the reading logs. 		
LEARN READING SKILLS												
DEVELOPING READING SKILLS												
Developing Reading Skills												
Brilliant: Improve Your Speed Reading Skills												
Collins General Skills: Reading												
Buzan's Study Skills: Mind Maps, Memory Techniques, Speed Reading and More!												
How to Improve Your Reading Skills												
All will be purchased after proper procurement exercises.												